**Education Specialist Mild/Moderate 503: Reading Instruction - 25 hours**

Instructor: Kathleen Clay

Dates of Course: July 29,30,31, August 3 &4

Class Meeting Times: 4:00 – 9:00 pm

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**Course Description:**

This course provides substantive, research-based, content literacy instruction for the special education classroom. Research-based content literacy includes vocabulary development specific to each subject area, academic language appropriate for each subject, reading comprehension strategies and skills to access grade-level content material, and writing strategies necessary to demonstrate content knowledge. This course introduces interns to the California Reading-Language Arts (ELA) Framework. The course introduces candidate to systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication language system, and advanced learners) who have varied reading levels and language backgrounds.﻿

**Standards:**

**Domain A: Making Subject Matter Comprehensible**

* TPE I – Subject Pedagogical kills for Subject Matter Instruction
  + Understanding the state-adopted academic content standards
  + Understanding how to teach the subject matter in the standards
  + Planning instruction that addresses he standards
  + Demonstrating the ability to teach to the standards

**Domain C: Engaging and Supporting Students in Learning**

* TPE 4-Making Content Accessible
  + Addressing state-adopted academic content standards
  + Prioritizing and sequencing content
  + Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 6-Developmentally Appropriate Teaching Practices

* Understanding important characteristics of the learners
* Designing instructional activities
* Providing developmentally appropriate educational experiences

**Domain D: Planning Instruction and Designing Learning Experience**

* TPE 7-Teaching English Learners
  + Understanding and applying theories, principles, and instructional practices for English Language Development
  + Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
  + Drawing upon student backgrounds and language abilities to provide differentiated instruction
* TPE 8- Learning About Students
  + Understanding child and adolescent development
  + Understanding how to learn about students
  + Using methods to learn about students
  + Connecting student information to learning
* TPE-9 Instructional Planning
  + Establishing academic learning goals
  + Connecting academic content to the students backgrounds, needs, and abilities
  + Selecting strategies/activities/materials/resources

**Required Text:**

*Teach Like a Champion*

**Course Objectives:**

Participants will:

* To acquire knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007) (e.g., orientation, presentation, structures practice and guided practice).
* Learn major concepts, principles, theories and research related to child and adolescent development(cognitive, linguistic, social, emotional, and physical).
* Know features of instructional design, including what to teach and when to introduce skills and generalizations
* Understand that assessment and instruction are linked within the curriculum
* To become knowledgeable about providing systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the

**Course Requirements:**

Professional attendance, careful reading of required texts and resources, active participation, timely completion of assignments, and self-evaluation. Attendance is required at all sessions.

**Capstone Model Lesson:**

Students will write a lesson plan focusing on reading and writing for their theme unit. The lesson is expected to incorporate the strategies learned in ESMM 503. Accommodations and modifications must also be noted for the focus student that was selected during ESMM 501.

Regular and prompt attendance 25%

Active class participation and completed class assignments 25%

Written Lesson and Lesson Presentation 25%

Course Assessment 25%

TOTAL 100%

**Grading System and Scoring Criteria**

A 100-93

A- 92-90

B+ 89-87

B 86-84

B- 83-80

C+ 79-77

C 76-74

C- 73-70

D+ 69-67

D 66-60

F 59 and below

**Course Sessions**

**Session One**

* **Introductions**
* **Overview**
* **Expectations**
* **Grading**
* **Pre-test**
* **There Are No Shortcuts “ Johnny can’t read”**
* **Vocabulary**
* **Article review “Characteristics of Students with Diverse Learning and Curricular Needs”**
* **Write reflection**

**Session Two**

* **Warm up**
* **Phonemic Awareness**
* **“The Elusive Phoneme”**
* **Phonics and Fluency**
* **“Teaching Decoding”**
* **Reflections**

**Session Three**

* **Warm up**
* **Assessing students**
* **CBM, Formal and informal**
* **Comprehension**
* **Practice with assessments**
* **Reflections**

**Session Four**

* **Review Elements of Reading**
* **Stages of the Writing process**
* **Standards and Goal writing**
* **Overview CARS binder**
* **Model different Reading programs**
* **Practice teaching**
* **Reflection**

**Session Five**

* **Final**
* **Capstone Project**